



BLACK COUNTRY WHEELS SCHOOL

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SEND Policy

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BLACK COUNTRY WHEELS SCHOOL SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Introduction

This Policy should be read in conjunction with all other Policies of Black Country Wheels School, but with special regard to:

- The Admissions Policy.
- The Equality and Diversity Policy.
- The Curriculum Policy.
- The Assessment Policy.

The SEND Code of Practice (January 2015) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN. It reflects the changes introduced by The Children and Families Act 2014 and replaces the 2001 Code of Practice for SEN and the July 2014 edition of this code.

Major Changes from 2001 Code of Practice

- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus).
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs).
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood.
- Information is provided on relevant duties under the Equality Act 2010.
- Information is provided on relevant provisions of the Mental Capacity Act 2005.

Definitions of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Children with Special Education Needs will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the National Curriculum. The school will encourage students with SEND to join in the activities of the school together with students who do not have SEND, so far as is reasonably practical and compatible with the student receiving the special educational provision their needs call for and the efficient education of the students with whom they are educated.

At Black Country Wheels School, the views of the student will be sought and taken into account in decision making wherever possible. Students often have a unique knowledge of their own needs and from this they will have views about what sort of help is most useful to them. Participation will reflect the student's evolving level of maturity.

We recognise the vital role Parents/Carers play in supporting their child's education. Creating a partnership with Parents/Carers is vital as they hold key information that will help formulate the Student's Individual Learning Plan.

Identification, Monitoring and Review

Students of Black Country Wheels School are either referred to us by Local Authorities (SEND Team) or by mainstream educational establishments. Each student has a "Learning Passport", a review of past achievements and attainments that gives an overview of strengths and weaknesses and other general information.

When a Student enters Black Country Wheels School a series of Base Line Assessments are taken to help us identify areas where extra support may be needed. Together with other involved agencies, Parents/Carers and the Students themselves, we begin to create a personalised learning programme to help accelerate progress in the necessary areas. (See Provision and Assessment Flowcharts.)

Students' progress is monitored carefully and half-termly reviews are used to update Individual Learning Plans.

A Student with SEND benefits from a co-ordinated learning plan that identifies their level of need, sets time referenced targets and review dates and also gives a progression route for future learning. Further support provided is in the context of our inclusive curriculum and employs the suggestions as outlined in the Special Educational Needs Toolkit (section 6) "Strands of Action to meet Special Educational Needs".

Triggers for further intervention will be underpinned by evidence that a student, despite receiving differentiated learning opportunities, is:

- Making little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Making little or no progress in developing literacy or mathematical skills that result in poor attainment of some curriculum areas.
- Presenting persistent emotional or behavioural difficulties that are not ameliorated by the school's usual behavioural management techniques.
- Showing sensory or physical problems and continues to make little progress despite the provision of specialist equipment.

- Displaying communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

All students who require additional support in their learning are referred to an Educational Consultant who assists the Tutors in formulating specific learning objectives and creating SMART targets (Short, Manageable, Achievable, Realistic and Time referenced) for their ILPs (Individual Learning Plans). Generally, ILPs consist of:

- Students' strengths and weaknesses, targets set and strategies used, and these targets should relate to the key areas in:
 - Communication.
 - Literacy.
 - Mathematics.
 - Behaviour.
 - Physical skills.
- Teaching strategies.
- Provision to be put in place.
- When the plan is to be reviewed.
- Success and/or exit criteria.
- Outcomes (recorded at review).
- Student's views.
- Parental views and contributions.

Where specific needs arise, ILPs are modified to help remove the most significant barriers to learning that are being experienced by the Student and may concentrate on only one or two targets, reviewed daily or every week. Students with medical needs may have an Independent Healthcare Plan attached to the ILP.

Education, Health, Care Plans

The School is ensuring that the new challenges and the systems they demand are being addressed by:

- Reviewing current practice and having due regard to The Children and Families Act 2014 (Part 3).
- Continuing to promote The Equality Act 2010.
- Updating the Safeguarding, PSHEE, Citizenship, Career Information and Guidance and all other associated Policies of the School.
- Maintaining and improving communication channels with Parents/Carers.
- Maintaining and improving communication channels with Partnerships and Post – 16 providers.
- Continuing to monitor, evaluate and review ILPs (generally twice per year).
- Maintaining the School ethos of, "Child Centred Planning."
- Attending Local Authority Training Programmes.

Inclusive Education for All Students

Black Country Wheels School is unique in many ways, as are its Students. Our learning activities celebrate the diversity of skills young people need to practice in adulthood and removing barriers to learning is key to future success. Students benefit from the School's inclusive approach and its holistic view of each young person in its care. This includes working with students who may have specific medical conditions or needs. (See Supporting Pupils at School with Medical Conditions - Revised August 2017 and Mental Health and Behaviour in Schools – November 2018 updated.)

Fair Access and Assessment

All students have ILPs that reflect their current needs and are updated during the year. BKS Initial Assessments and Diagnostic Assessments, together with Interactive Learning Resources, Skill Checks and Functional Skill Scenarios, allow us to evaluate Student Progress and record this evidence to guide lesson planning.

The outcomes of these individual assessments are integrated into the students' ILPs and reflect strategies to remove barriers to learning.

Where students require specific Access Arrangements to comply with the SEND Code of Practice and Joint Council for Qualifications (JCQ), these are applied.

The School liaises with all relevant outside agencies, including Physical and Sensory, to ensure we meet the individual needs of all our learners to remove barriers to learning and ensure fair access and assessment. (See our Disability Equality Duty and Fair Access Policy.)

In particular, to comply with legislation, all stakeholders should note the following information and links to other Policies and documents of the School.

SEN Information Report (Special Educational Needs and Disability Regulations 2014)

1. Black Country Wheels School can provide for all children with SEN with the exception of PMLD students or those whose specific physical condition would limit their ability to move safely around vocational workshop areas.
2. Identification of any SEN and assessment of individual needs is undertaken in cooperation with the Home School (for Dual Registered Students) or with the Local Authority's SEN Team. This is part of a continuous review system of assessing pupil progress. (Learning Passport Data is a pre-requisite before interviewing students for a probationary place at BCWS.)
3. Parental involvement, from initial interview and agreed review dates, forms part of our Admissions Policy and our Care, Support and Guidance Policy. It is not unusual for weekly contact to take place either by electronic means or personal interview. Anonymous questionnaire feedback is also used to monitor our provision.
4. Consultation with all Students in our care, not just those with SEN, occurs on a daily basis during Review Sessions at the end of the day. Informal or formal meetings may take place at either the request of Staff or Student, regarding their Individual Learning Plans or their Targets for Progress, following any assessments or issues arising from the curriculum. Formal, half-termly meetings are arranged with Parents/Carers/Students and the School's Learning Manager/Curriculum Leader, to review progress towards desired outcomes both academically and socially.
5. Comprehensive Careers Information, Advice and Guidance, PSHE and Citizenship Policies underpin arrangements for the School's Transition Planning and preparing Students for adulthood with the necessary life skills to engage as respected members of the community. We actively promote fundamental British values.
6. The approach to teaching Students with SEN is shared with the teaching of non-SEN Students. Black Country Wheels School is a child centred provider that encourages every Student to embrace learning and make progress from their individual starting points. Where Students require specialist provision to help remove barriers to learning, the School works with all agencies possible to ensure the best outcomes for the individual.
7. Curriculum and learning environment adaptations are undertaken to suit all students in our care, within reasonable boundaries, that do not jeopardise the learning of others.
8. Professional Development Training for all Tutors includes supporting Students with SEN. This is led by various colleagues whose specialist expertise is drafted in to benefit all concerned. These professionals work in, or have worked in, various capacities of the NHS, mainstream secondary SEN or the Local Authority Learning Support Service.
9. Robust systems are in place to evaluate all Students' progress against their starting points and their targets set on Individual Learning Plans. If progress is slower than expected, evaluation of teaching methods, resources used, preferred learning styles and student engagement is undertaken. Individual tutorials, with the School's Educational Consultant, is the first stage of preparing a specialised curriculum diet to help identify and address the needs. A monitoring programme to support the Student and provide information to the Parent/Carers is also instigated.
10. Involvement of outside agencies may be required but only accessed following consultation with all stakeholders.
11. Students are enabled to engage in activities with non-SEN Students in various ways. A "buddy"

system is operated, as appropriate, to assist Students with SEN. Learning activities are grouped to reflect learning needs and where practical vocational help is required, the Tutors leading the session strategically position themselves to advise or assist. This also ensures that all Health and Safety protocols are met. During recreational times, diverse activities are monitored by Staff to ensure the proper care and well-being of all Students.

12. Black Country Wheels School works diligently with Students to promote Life Skills that improve emotional and social development. The Pastoral system is unique and supports the overarching ethos of the School that nurtures each individual, providing them with the opportunity to grow and develop their potential without fear, prejudice or maltreatment of any kind, enabling them to enter adulthood successfully. This is effected via open dialogue, daily review time, progress meetings, ILP reviews and Student target setting discussions. Students may request a meeting with any Senior Leadership Team member, but usually meetings are arranged with the Headteacher/Proprietor.
13. Black Country Wheels School supports the family surrounding the child as an intrinsic aspect of helping the Student learn. Without family support, learning cannot be as effective as it should be and hence the Student may not make the progress they are capable of within set timescales. In certain circumstances the School may instigate meetings with Parent/Carers, other bodies, including Health and Social Care and voluntary sector organisations to help meet the Student's needs and those of the family. Consultation with Parent/Carers is always the first stage unless a Safeguarding issue circumvents this route.
14. The School Website, www.bcwschool.co.uk, is our main gateway for all public information, Policy and Protocol documents, an overview of the School and the platform whereby comments and complaints may be brought to our attention. Should Parent/Carers wish to comment, it is easy to do so by clicking on the "Contact Us" tab at the top right of the Home Page. All correspondence will be addressed by a member of the Senior Leadership Team, details of which may be found on our website.

This Policy is subject to all other Policies and Protocols of Black Country Wheels School.